Part II: Evaluation

Program Evaluation

As mentioned earlier, assessments used to monitor school and individual student progress will be formative and summative. The assessments will include but are not limited to GMADE , MAP, KCCT, EXPLORE, SimpleAssessment, and weekly running records. SimpleAssessment and GMADE will be specifically used to monitor teacher and student progress in performance goals; increase student and teacher proficiency in technology as well as increase student proficiency in mathematics (see performance goals). These two assessments, along with teacher and student pre/post surveys on technology usage and confidence, monthly principal walkthroughs and weekly teacher lesson plans will prove that student and teacher technology usage literacy as well as student proficiency in mathematics is increasing in our school. (See performance goals for specific numerical goals.)

All formative and summative assessments (listed above) will be monitored by the Math Intervention Team as well as the principal and Instructional Supervisor to determine if adequate progress is being made in individual intervention students as well. The team will then make decisions based on each individual student concerning the flexible groups they are in. The main goal for all identified intervention students is to increase performance in mathematics. These assessments will indicate levels of success for each student as they move toward their own specific goal. Likewise, the Comprehensive School Improvement Plan will also address the specific performance goals of this program and the improvements made by the math intervention program.

The Math Intervention Team will meet bi-monthly to evaluate the intervention program and to review lab usage as well as building-wide technology usage as seen in principal walkthrough reports and teacher lesson plans. This team will also meet at the end of the year to evaluate the entire program and make changes for the second year of implementation.

Project Sustainability

Green County Schools is committed to seeing that 100% of our students are proficient in math and are technologically literate before exiting the eighth grade. District allocated resources are sufficient to meet this goal. Students already have access to the research based software purchased at the district level (although that

access is currently limited to the amount of time they get to spend in the building-shared lab) and teachers are integrating what technology they have into their classrooms. All of our teachers have teacher workstations with access to the internet, email and other software programs provided by the district to use for instruction. Of our 131 teachers 111 have projectors, sixty of our teachers have interactive boards, 82 have document cameras and 45 sets of Turning Point Technology's clicker system are shared; a ratio of nearly one set to every three teachers. There is evidence in administrative walkthroughs that teachers are using technology in their instruction. Our goal with this program is to provide a sustainable place for students to have access to the technology that will help them master the mathematical and technological skills they are having trouble with. This program would provide students and teachers access to resources on a more consistent and equitable basis which will allow us to obtain our goal of proficiency for every student in a shorter timeframe.

The district will continue to support this action plan after program funds have been depleted. The district currently (and will continue to) fund three technology support personnel which will continue to maintain the efficiency of the proposed math lab and monitor the ongoing goals created by the program. The school also funds a Technology Resource Teacher with Title I monies that will also continue to maintain student use of technology. Math teachers and special educators will continue to use the mathematics software in the math lab and the district will continue to provide support for software updates, tech support, and additional licenses and replace computers and other hardware for the lab as is needed.

Part III: Program Budget
Financial Commitment

The district has already proven their support for the use of technology through the hiring of three technology support personnel and the purchase of research-based software, multiple forms of hardware, and other related technology expenditures. This year alone the district has spent $12,850 for A+LS Math, $10,700 for Accelerated Math, and $13,250 on MAP Assessments each of which are renewed yearly. The amount of

$27,500 has also been invested in Carnegie Learning's Cognitive Tutor and related curriculum on a six year contract for the middle school alone.

Use of Funds

As described in more detail in the Budget Summary, the technology program resources requested will provide 800 student and staff internet access while district funds will provide the hardware to utilize these connections.

Over 25% of program funds will also be used for teacher Professional Development, including teacher stipends for after-school and summer training days, trainer fees, conferences and substitute teachers. This training will continue annually and will adapt to the needs of the teachers as needed and requested.

Budget Narrative

Green County Schools is committed to seeing that 100% of our students are at grade level or above as well as meeting proficiency goals in mathematics on state and national assessments before exiting our school. We are also committed to providing a learning environment immersed in technology so much so that our students and teachers instinctively become 21st century learners and teachers.

In order to reach those goals, our school will use over 25% of program funds for Professional Development of teachers. Teacher stipends will be provided at the rate of $100 per day (or $50 per half day) for after school or summer training sessions provided by the program. The $5,000 budgeted for that will provide for 50 full days of training including A+LS, Turning Point Technology, Accelerated Reader and Cognitive Tutor. $2,000 is budgeted for bringing in trainers for these trainings. PD funds are also set aside to send the Math Intervention Team conferences like the KySTE Conference and the KCTM Annual Conference ($5,000). The district will match funds by providing substitutes for teachers attending conferences.

The program funds will be used to purchase internet access capabilities for staff and students in order to create a mobile learning environment ($564,273.60). Approximately $347,318 additional funds will be used to purchase devises to provide 800 staff and students the means to begin our move toward anywhere anytime learning.